

Provision of Education Services for Internally Displaced Persons in IDPs Camps in Nigeria: Challenges and Way Forward

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Abstract: In Nigeria, many internally displaced persons (children) in IDPs camps are not receiving quality education services because of many challenges. This paper examined the problems hindering the provision of education services for Internally Displaced Persons (children) in their various camps across Nigeria. Both qualitative and quantitative resources were sourced online and on print materials were used to provide empirical and opinion support to the various points raised in the paper. The paper concludes that inadequate funding, shortage of specialized and professional teachers, lack of modern infrastructural facilities, inadequate instructional materials, lack of data, corruption, poverty, limited school facilities and instructional challenges of internally displaced person (IDP) were the problems hindering the provision of education services for the Internally Displaced Persons (children) in IDPs camps in Nigeria. To ensure provision of quality education services in all IDPs camps across the federation, this paper advance the following suggestions; that the federal and state government should create a special funding programme for the education of the internally displaced persons in IDPs camps; federal government should direct the Minister of education to create the department of emergency education in the ministry of education to handle the education for internally displaced persons in IDPs camps across the country, government should develop an effective monitoring and evaluation system to check the financial allocation to all the internally displaced person camps to prevent diversion of funds, government should set up committee to ensure accurate data of school-aged children are collected in all IDPs camps to enable effective planning of education for the IDPs camps across the country etc.

Keywords: Children, Education, Internally Displaced Person, Teachers.

Introduction

Nigeria has the third highest number of internally displaced persons (IDPs) in Africa. In 2020, it counted 2.7 million internally displaced people. Overall, Africa has the largest number of IDPs in the world. IDMC (2022) observed that the drivers of displacement in Nigeria are multi-faceted, complex, and often overlapping. Boko Haram and other Non-State Armed Groups (NSAGs) have triggered significant displacement in the north-east of the country since 2014. Crime, cattle rustling, land disputes, armed violence and tensions between pastoralists and farmers escalated in the central, north central, and north-west regions in 2020, following the trend of the past three years. Longstanding violence between Fulani pastoralists and Hausa farmers in the north-western states of Katsina, Sokoto, and Zamfara states has become more frequent, and rural banditry and criminal violence is on the rise. Communal violence was also

reported in the southern states of the country. Flooding also continues to displace hundreds of thousands of people every year during the rainy season. Conflict and violence led to 169,000 new displacements in 2020 and about 2.7 million people were living in displacement as at the end of the year, an increase from 2019. Flooding triggered most of the 279,000 new displacements recorded, many resulting in secondary movements of IDPs previously displaced by violence, especially in the northern part of the country.

The internally displaced persons are mostly women and children and they are vulnerable. The displaced children are mostly learners and school students before the crisis that moved them out of their respective communities and villages. These children are entitled quality education wherever camps or are residing temporally. It is the responsibilities of the federal government, state government and local government to ensure these internally displaced children are provided with education in their respective camps across the country. The federal government in bid to ensure that the internally displaced persons camps are provided with educational services decided open education service centers in the various camps across the federation. The federal government also promised the enrollment of all refugee children of school age and those in internally displaced persons' (IDPs') camps in schools by 2023 and to provide them equal opportunities at secondary and tertiary education levels. The Federal Commissioner, National Commission for Refugees Migrants and Internally Displaced Persons (NCFRMI) made the pledge during the implementation of the global Compact on refugees (GCR) in Nigeria (Thisday, 2021).

However, many educational stakeholders have observed the quality of education in the various Internally Displaced persons (IDPs) camps across is not stable and sound. Many lamented that many Internally Displaced persons camps (IDPs) do not have educational facilities to provide education services for the IDPs while others complaint of poor quality of education services in the various Internally Displaced persons camps (IDPs) across the federation. For example the Nigeria Union of Teachers observed that (children) learners in Internally Displaced persons camps (IDPs) in the north do not have access to education. The Union further lamented that the means of education in IDPs was a makeshift. The Union concluded that, what they are receiving is makeshift education. It important to ascertain the various problem hindering the provision of education services in the Nigerian internally displaced persons' camp.

Conceptual Framework Education Services

Educational Services implies an organized classes, programs, activities or other services designed to provide an appropriate education to a student determined to be in need of special education or to a student not determined to be in need of special education. In the case of a student determined to be in need of special education, educational services and educational related services shall be provided in accordance with the Individualized Education Program (IEP) developed for the student by the Planning and Placement Team (PPT) of the student's LEA (Lawinside 2022). *Educational Services* are organized services that provides teaching services to the general citizens or private individual.

Education services are planned and organized services of teaching giving to the people on different subjects can be training and coaching centers, colleges, schools, universities or in internally displaced persons camps.

Educational services can be private given in which the receiver pay the financial implication back to the providers of the services. Education services can also be government inclined in which is the right of the citizen to be provided free and compulsory education within their communities, states of residing and across the federation of a particular country.

Education service should be provided in a conducive environment, well trained and professional teachers should be the instructors or givers of such services. All teaching and learning resources should be provided for both the teachers and students to help in the implementation of the

teaching programme and learning programme. Lesson of instruction should be planned and delivered with instructional aids. There should be an approved curriculum for the delivery of the services within a country. Education services are provided in all forms of education which include the early child, basic education, junior secondary and senior secondary education, higher education, adult education and education for disability. The education services are provided by trained instructors or teachers, who teach, supervise, explain, demonstrate, and provide direct teaching and learning. The instructions are given in different ways like in a workplace, educational institution, or home or in internally displaced persons camps. Education given in internally displaced persons camps is referred to as emergency education. It is the education given to persons (children and adult) who are victims of conflict or communal clashes and moved out of their communities to settle in a place called camp for a while. These persons may be active learners in their various communities before the conflicts. The education is provided for them temporary to fill up the gap of missing out of educational services which is very dangerous especially for little children. Nemine & Zalakro (2019) and kirk & winthrop, (2007) submitted that most times, Education is treated as a secondary need to be addressed only once conflicts have subsided. Yet, conflicts and emergencies can go for years or even decades, leaving many IDP children to grow up without education as well as deprived of the protection and support that going to school can provide. Much attention needs to be paid to understanding and overcoming the barriers that IDPs frequently face in accessing their rights to formal education than the non-formal learning spaces of primary schools, supported by the international community but, IDPs have very limited access to secondary education.

Concept of Internally Displaced Persons (IDPs) In Nigeria

Internally displaced persons are persons who are forced to leave their houses but remain within their country's borders according (Sasu, 2022). Internally displaced persons are group of people who migrated from their home communities to another new environment because of internal crisis or attacks from bandits. The United Nations (UN) guiding principles define internally displaced persons (IDP) as “Persons or groups of persons who have been forced or obliged to flee or to leave their home or places of habitual residence in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, natural or human made disasters, and who have not crossed an internationally recognized state border” (Nemine & Zalakro 2019; Guiding Principles on Internal Displacement, 1998).

The North east states of Nigeria make up a huge population of displaced persons. The North Eastern states (Borno, Adamawa, Yobe and Gombe) and some states in Nigeria have witnessed unprecedented insurgency and conflicts from 2009 to date. This has even led to the declaration of state of emergency in Borno, Yobe and Adamawa, states in 2013. It is estimated that a total of 1,235,294 IDPs are currently living in host community (Nemine & Zalakro 2019; IOM, 2015). The displaced communities are mobile and largely living with host families and communities or make shift settlements in the bush a few kilometers from their village of origin where they are less exposed to violence. NNNN (2018) noted that United Nations Humanitarian Office for the Coordination of Humanitarian Affairs reports that humanitarian crisis in the north-eastern part of the country and Lake Chad region is one of the most severe in the world. The report revealed that the crisis has left 8.5 million people in need of humanitarian aids in 2017 alone in the worst-affected states of Borno, Adamawa and Yobe.

In order to provide various Humanitarian services to those persons displaced within Nigeria, the federal government established some agencies to handle the management of internally displaced persons in the country. Some of these agencies include Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development (FMHADMSD) and National Emergency Management Agency (NEMA) and National Commission for Refugees Migrants and Internally Displaced Persons (NCFRMI) while at international level the United Nations High Commissioner for Refugees (UNHCR) is an international organization established to handle refugees across the world.

Challenges of Providing Educational Services for Internally Displaced Persons

The following points would be considered as problems hindering the provision of education services for Internally Displaced Persons (children) in their IDPs camps; inadequate funding, shortage of specialized teachers, lack of modern infrastructural facilities, inadequate instructional materials, lack of data, corruption, poverty, limited school facilities and instructional challenges of internally displaced person (IDP).

Inadequate Funding

Inadequate funding is a major challenge hindering provision of educational services for the internally displaced persons in their various camp across the country. Nemine & Zalakro (2019) identified inadequate funding as a major problem facing education programme in IDPs camps. Adequate funding is key in the provision of educational services in schools and camps. Funding is the major pillar that every other resources depend on to work or functions. The educational funding in Nigeria for the past ten years have been described as poor. A breakdown of the educational budget by Ogunode & Madu (2021) indicated that in 2010, 2011, 2012, 2013, 2014, 2015 had N293 bn (7.19%), N393 bn (9.31%), N453 (9.15%), N499 (10.15%), N494 (10.54%), N434 (10.71%) and 2016, 2017, 2018, 2019 and 2020 with N4.31 (7.52%), N551 (7.41%), N605.8 bn (7.04%), N620.5 bn (7.02%) and N671.07bn (6.7%) the budgetary allocation for education for ten years is below the UNESCO 26% recommendation for education. Also, in 2022 Nigeria total budgeted was N17 trillion 2022 and out of this 7.2 per cent was allocated to the education sector. This indicated an increment from 5.7 per cent allocated for 2021. It is clear that poor funding of education is affecting the provision of educational services in the various internally displaced persons' camps in Nigeria. Ogunode & Madu (2021) identified the factors responsible for poor funding of educational in Nigeria to include; short fall in national revenue, compete from other sector, corruption, insecurity, natural disaster and lack of political will to implement UNESCO recommendation on education and the effects of underfunding education in Nigeria include inadequate infrastructural facilities, inadequate professional teachers, shortage of instructional materials, poor quality of education, poor capacity development, poor supervision and strike actions (Ogunode & Madu 2021).

Shortage of Specialized Teachers

Shortage of specialized and trained teachers on emergency education is another challenge preventing effective provision of educational services in the internally displaced persons' camps across the country. There are challenge of professional trained teachers in majority of the IDPs camps according to (Nemine & Zalakro 2019). Specialized teachers are needed to provide academic services in the various camps and counsellors. Generally, the Nigerian educational system is faced with the problem of shortage of teachers. Independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary School across the nation. So, the shortage of trained teachers on emergency education is affecting the provision of educational services in the various camps across the country. Abu (2019) reported that many children in the (IDPs) camps are sitting under trees to receive lesson because of lack of classrooms. Ogunode & Paul (2021) observed that inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain-drain and poor motivation are factors responsible for shortage of professional teachers in the Nigerian educational institutions.

Lack of Modern Infrastructural Facilities

Lack of modern infrastructural facilities designed purposely for emergency education is another major problem hindering the provision of educational services in Nigerian internally displaced persons' camps (IDPs). Many internally displaced persons' camps (IDPs) in Nigeria do not have these modern facilities to support the provision of quality education. Musa (2018) and Nemine & Zalakro (2019) submitted that in many internally displaced persons camp there are problems of adequate classrooms, chairs, tables and writing materials in Nigeria.

Inadequate Instructional Materials

Inadequate instructional materials is another challenges of providing educational services in the internally displaced person camps (IDPs) across the country. Instructional materials like pencils, Biros, Books, calculators, mathematical set and school bags are not adequate in the various camps. Many students in the schools within the camps do not have enough books and writing materials. Musa (2016) lamented that the poor teaching and learning conditions of schools in many internally displaced persons camps (IDPs) across the federation. He went further to state that many children do not have textbooks and adequate exercise books to write.

Lack of Data

Lack of data on the number of internally displaced persons IDPs (children) on each camp and across the federation is another major problem hindering the administration and management of educational services in the various camps in Nigeria. For effective administration of educational services, administrators and managers of the camps need accurate data to plan and allocate resources. Inadequate current data have been a major problem in the administration of education in Nigeria. British (2014) observed that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making.

Corruption

Corruption practices among the officials handling the administration and management of education at the various internally displaced persons camps (IDPs) across the country is frustrating the provision of education services. Corruption have penetrated the entire educational institutions in (Ogunode & Stephen, 2021). The administration of education in Nigeria is characterized with corruption (Ogunode & Josiah, Ajape (2021)). Corruption have penetrated all institutions in Nigeria. Vanguard (2020) reported that National Emergency Management Agency (NEMA) have been embroiled in crisis as the House of Representatives which accused it in 2018 of mismanagement of resources as well as inefficiency. A parliamentary committee was put in place to investigate the release of N5.9 billion Food Intervention in the North-east, N3.1 billion Food Intervention in the same region, release of N1.6 billion for Libyan returnees, release of N1.6 billion Flood Intervention for 16 states and donation of 6,779 Metric Tons of rice by the Chinese Government. ICIR Nigeria in (2016) exposed how relief items are diverted by camp officials. According to these reports, IDPs are suffering not due to shortages of food and other relief items, but because of endemic corruption in the National Emergency Management Agency and the state emergency agency which receive and distribute donations. In 2015, their team visited camps in Borno and Adamawa states and saw relief items in the stores, donated by wealthy individuals and organizations, including several types of grain, mattresses, noodles, detergents, bottled water, tomato puree and fish. NNNN (2018) noted that most times, when disasters occur, humanitarian interventions, including funds come impromptu due to disasters' emergency occurrence. In that mood, observers note that most interventions and funds aimed at reducing the sufferings of the victims are vulnerable to diversion. Corruption is usually high in humanitarian operations because of the large amount of money made available within a short time. Transparency International stated that weak institutions, low absorptive capacity, absence of government control in some areas, have obstructed humanitarian operations in most Internally Displaced Persons (IDPs) camps. It notes that workers in the camps have noticed absence of effective integrity systems, ineffective legal and administrative regulatory frameworks, security constraints and politicisation of received aids There are so many corruption cases going on in

IDPs camps that Nigerians are not aware of; among the things discovered is the fact that some international non-governmental organisations connive with government officials to divert resources meant for IDPs camp. It was also reported by NEEDS (2014) in *Teaching and Learning report: Achieving Quality for All* submitted that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not in the near future because of poor-quality education that fails to ensure that children learn. Also, Transparency International says 66 per cent of the money Nigerian governments allocate to education is stolen by corrupt officials. (Premiumtimes 2020). Musa (2019) reported that some official handling the funds and materials resources meant for the internally displaced persons mismanaged and looted them. There was a report of corruption and mismanagement in one of the agencies handling the internally displaced persons.

Poverty

The high rate of poverty among the internally displaced persons in the various camps across the country is hindering the provision of educational services in the camps. Many parents due to poverty sends their wards for hawking, selling and begging instead of sending them to schools established for the children in the camps. This actions and practices is preventing many children from school to the schools available for them in the various camps across the country. Musa (2019) lamented the high level of poverty ravaging the internally displaced persons in their various camps. He observed many cannot even access three mine meal and their living condition is very bad. Musa (2020) submitted that if you have visited any IDP camp they don't even go to schools because they run to the savannah and build tents; so, where will you now establish schools?

Limited School Facilities

There is also the problem of limited education services in most of the internally displaced person's camps. The school facilities are not adequate to accommodate the high number of children in the various camp. Most of the school are overcrowded with pupils. This problem of limited school facilities is leading to high students-teachers ratio which is not good for sustainable education.

Instructional Challenges of Internally Displaced Person (IDP)

Nemine & Zalakro (2019) observed that there is no universal instrument specifically addressing the plight of IDPs but in 1998 the UN General Assembly and the United Nations commission on Human Rights (UNCHR) took note of the Guiding Principles on Internal Displacement. While these Guiding Principles do not constitute a binding instrument, they have received large support from the international community. More recently, in 2009, the African Union adopted the Kampala convention on IDPs. This regional instrument is an important step forward in the protection of and assistance to IDPs in one of the continent's most affected by displacement (Kampala Convention, 2009).

Recommendation

Based on the problems identified, the following have been suggested by different authors to address these challenges facing education in internally displaced persons camps across Nigeria. Bengssom & Naylor (2010) suggested the following as the way forward in improving education of children in IDP camps.

- 1) Cash transfers ensuring protection, psychosocial support, and safe spaces and building resilience.
- 2) Training teachers and parents to cope with traumatized children, alongside self-regulation exercises for children

- 3) After school programmes providing academic support, problem solving skills and nurturing positive peer relationships
- 4) Using school as a site for delivering mental health interventions addressing disruptions in learning
- 5) Accelerating learning programmes (ALPs) support overage, children to catch up on missed learning time.
- 6) Provide training in literacy and numeracy, livelihood skills training and life-skills for youth aged 15 – 24 who missed out on schooling.
- 7) Mobile schools e.g. schools in a boat or bus.
- 8) Using mobile tablets to enable interactive learning.
- 9) Deploying female teaching assistants to support girls.

Also, Nemine & Zalakro (2019) listed the following measures to address the problems of education in IDPs camps:

- i. There should be a keener interest in the education of children in IDP camps and it should be collective efforts and not left for the Host Government alone.
- ii. UNICEF'S School-in-a-box system of education should be reviewed to allow for other innovative instructional strategies that will enhance the teaching and learning in IDP camps.
- iii. Professional teachers should be sent to IDPs camps and not the fire brigade approach of teacher recruitment presently obtainable in many IDPs camps.
- iv. Security should be beefed up in IDPs camps so as to allow NGO'S, Humanitarian organizations, the Host Government and well-meaning individuals to invest in providing better educational facilities and media without fear of burglary.
- v. Adequate ICT specialists and manpower be attached to these camps to help in facilitating computer mediated instruction.
- vi. Child friendly teachers should be prepared ahead of time for IDPs camps rather than on the spot recruitment as IDPs is now a common phenomenon that mankind may have to cope with as a result of various forms of disasters resulting in displacement. Children at IDPs camps should be given access to e-learning to broaden their knowledge in various lessons as most of the teachers may be ill prepared for some topics as they have no professional training to do so.
- vii. Parents should also be taught at camps. Adult literacy programming should be organized for adults and parents as well so that they can be better support to their children or ward's education.

Siggh and Reed, (2001) also submitted that blended learning instructional strategies are the prescribed sequences and methods of delivery to achieve desired learning outcomes. Instructional strategies play a significant role in the achieving of set objectives. Effective teaching and learning can be achieved when the learner is given the right task e.g. (problem centred tasks) to accomplish by instructing them with the right methods such as activation, demonstration, application and integration. The goal of Blended learning is to optimize learning outcomes and cost effectiveness of programme delivery.

Specifically, this paper recommended the following:

- 1) The federal and state government should create a special funding programme for the education of the internally displaced persons in IDPs camps. This funds will help to address all challenges in the provision of education in the various camps.
- 2) The federal government should direct the Minister of education to create the department of education emergency in the ministry of education to handle the education for internally displaced persons across the country.

- 3) The government should develop an effective monitoring and evaluation system to check the financial allocation to all the internally displaced persons camps.
- 4) The government should set up committee to ensure accurate data of school aged children are collected to enable effective planning of education for the various IDPs camps across the country.
- 5) The government should direct the National universities Commission to direct some universities to start programme on emergency education. This will help to produce adequate trained teachers in the areas of emergency education.
- 6) The use of open distance learning should be made available to those who are in higher institutions in the IDPs camps.
- 7) The government should employ more trained teachers for the IDPs camps programme.
- 8) Government should provide security to all people in the IDPs camps.
- 9) The government should provide health facilities in all the IDPs camps across the country.

Conclusion

Education is the right of every Nigerian child in respective of where they found themselves. Internal crisis, communal crashes, Boko haram attacks, banditry and other criminal activities for recent times have been responsible for the displacement of people from their communities and villages to new area of settlement known as internally displaced persons camps. One of the essential services these people needed for themselves and their children is education services. It has been observed that education services been provided in the various IDPs camps in Nigeria is faced with numerous problems. Most of these problems have been identified to include inadequate funding, shortage of specialized and professional teachers, lack of modern infrastructural facilities, inadequate instructional materials, lack of data, corruption, poverty, limited school facilities and instructional challenges of internally displaced person (IDP). The government whose responsibilities is to ensure provision of quality education are suggested to create a special funding programme for the education of the internally displaced persons in IDPs camps; create the department of emergency education in the ministry of education to handle the education for internally displaced persons in IDPs camps across the country, develop an effective monitoring and evaluation system to check the financial corruption in all the internally displaced persons camps, set up committee to ensure accurate data of school aged children are collected in all IDPs camps to enable effective planning of education for the IDPs camps across the country and direct the National universities Commission to direct some universities to start programme on emergency education. This will help to produce adequately trained teachers in the areas of emergency education.

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